DOCUMENT RESUME

ED 296 322 CS 211 326

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TITLE A Profile of Iowa High School Newspapers: The State of the State.
PUB DATE Jul 88
NOTE 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *High Schools; *Institutional Characteristics; Journalism Education; Media Research; Profiles; School Business Relationship; *School Newspapers; Student Publications
IDENTIFIERS *Iowa; Journalism Research; Newspaper Circulation

ABSTRACT

To determine how extensive the phenomenon of printing high school newspapers on a page in the local professional paper is in Iowa, a preliminary study surveyed all Iowa high school principals and newspaper advisors in November 1987. The survey contained ten questions concerning school and school newspaper characteristics. Findings showed that the average Iowa high school is rural, public, has four grades (9-12) and between 100 and 300 students, publishes a weekly student newspaper on broadsheet paper, prints one or two pages per issue, distributes it in the local newspaper, and has a circulation from 1,000-5,000. This study will be followed by a second study to examine in greater detail the relationships that exist between high school journalism programs and local editors and/or publishers. (Sixteen tables of data are included, and three tables of data, a copy of the survey cover letter and survey, and nine references are appended.) (MM)

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A PROFILE OF IOWA HIGH SCHOOL NEWSPAPERS: THE STATE OF THE STATE

By

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ABSTRACT
A PROFILE OF IOWA HIGH SCHOOL NEWSPAPERS: THE STATE OF THE STATE

The study that follows is a preliminary study to determine how extensive the phenomenon of printing high school newspapers on a page in the local professional newspaper is in Iowa. Separate student-produced newspapers that are inserted in the local newspaper for distribution were targeted for further study as well. To accomplish this purpose, a 10-question survey was sent to all of the high schools in Iowa. Surveys were sent to both the school principal and newspaper adviser.

Ten questions were asked: (1).Is your school urban, suburban or rural? (2) How many grades does your school have? (3) What is your school enrollment? (4) Is your school public or private? (5) Does your school publish a student newspaper? (6) How frequently do you publish your newspaper? (7) What size is the sheet of paper on which you print? (8) What is the number of pages of an average issue? (9) How is your newspaper distributed to its readers? (10) What is your circulation for each issue?

From the data received, a profile of the average Iowa high school and its student newspaper was developed. Findings show that the average Iowa high school is: (1) rural; (2) has four grades: 9-12; (3) has from 101-300 students; (4) is public; (5) publishes a student newspaper; (6) publishes it weekly; (7) publishes it on broadsheet paper; (8) prints one or two pages per issue; (9) distributes it in the local newspaper and (10) has a circulation from 1,000-5,000.

Based on these findings, it is recommended that the relationship between student staffers and the editor and/or publisher of the local paper be examined in a second survey that would conver editorial content, production criteria and deadlines, and financial concerns.

Once this survey has been conducted and the data analyzed, the advantages and disadvantages of this method of publication can be determined. Analysis will show if this method of publication for the high school newspaper has general applications and usefulness for other scholastic journalists.

ACKNOWLEGEMENTS

The author gratefully acknowledges the Iowa Newspaper Association and a John F. Murray Faculty Research Grant from University of Iowa School of Journalism and Mass Communications for funding this study. The author also acknowledges the assistance and support of the Iowa High School Press Association who cosponsored the study.

A graduate student in the University of Iowa School of Journalism and Mass Communication masters professional program, Vishwas R. Gaitonde, assisted with the literature search and with proofreading. Tim Hill, a University of Iowa undergraduate student in English and political science (and former high school student of the author) assisted with the survey construction and data analysis portions of the study.

INTRODUCTION

The prognosis for high school journalism has changed in the past few years. It faces the threat of censorship from the school administration on one hand and the danger of losing bright, dedicated student voices on the other.

High school journalism is under siege according to Mark Goodman, director of the Student Press Law Center, and a major battle was lost when the Supreme Court upheld the school district's right to censor the student newspaper in the Hazelwood case. With censorship powers firmly in the hands of the high school administrators, the school press may well run the risk of returning to the bland days before the Tinker case in 1969--days when students did not talk about anything any more controversial than who won last Friday's football game or who will have the lead in the school play.

A less public but more dangerous threat to high school journalism comes from the "back to basics" movement in education that has come about in the past few years as a result of the Commission on Education's report, *A Nation at Risk*. With the increase in the number of required courses at many high schools, journalism courses--particularly those that are not offered for English composition credit--have become less attractive to students. Fewer students taking journalism writing classes means fewer students to staff the publications.

The threat of a bland student press implied in the Hazelwood decision at least means that a muzzled student press will exist. Although student interest in reading and working on the newspaper will probably dwindle, the high school press will still exist. However, when this factor is combined with the effects of the back to basics movement, the prognosis for high school journalism is neither fatal or rosy. In short,

the patient is not dying but she needs a shot in the arm. Where will that help come from?

The Journalism Education Association (JEA) report "High School Journalism Confronts a Critical Deadline," suggests several strategies to employ in promoting high school journalism. One of these is for high school journalism teachers to cooperate with the local news media managers "so that the most talented students within the community have the opportunity to explore communications."

In a letter reprinted on the inside cover of the JEA report, John Seigenthaler, president and editor and publisher of Knoxville *Tennessean* says that:

> Most editors and publishers I know now have come to the conclusion that if we are to be able to continue to attract quality journalists from among top college graduates, we must make more aggressive efforts to put them on a career track at the earliest possible moment. That means, of course, that we must get their attention while they are in high school.

Seigenthaler later concludes that if the conclusions and recommendations of the JEA Commission report are followed "the inevitable happy result will be a stream of better education and more dedicated college graduates flowing into our profession. That, of course, can only result in the opportunity for our readers to be better informed by better journalists."

Better informed readers is a critical goal for all journalists. Readers who know about what is happening in high schools are better able to respond when asked for their continued support of the community's schools. Student journalists working with the professional press to help inform readers is not a novel idea. As this study will show, in Iowa just over half of the high schools print their school newspaper on

a page in the local newspaper called the "school page." While we don't know when this practice began, we do know what Lester Benz, a former newspaper editor and publisher and past president of the Iowa Press Association who joined the faculty of the University of Iowa School of Journalism, said in a speech delivered to the Iowa Press Association during Newspaper Week, Sept. 26, 1958:

> Did you know that school news has the highest readership of all categories in the weekly paper? Your readers want it and are going to demand it. They love school news....I would no more think of running a weekly newspaper without a school page than I would think of omitting the locals, personals and socials.

Later in the speech Benz continues "I think that professional newspaper men must take a greater interest in the high school journalism programs in their own high schools. Here is a place where we can render some much needed service to our schools and it is also something that we owe to our own profession."

Benz also pointed out that over half the students who studied journalism at college said their home town editor was the biggest influence in their decision. For this and other reasons, the system is symbiotic. The local paper benefits as it is provided a weekly page of school news without staff writers being taxed. Students also get a taste of professional journalism--having to meet deadlines, cope with last minute layout changes, covering stories that are constantly evolving, all with the knowledge that their mistakes will be scrutinized, not just by a teacher, but by the entire community.

Each year, the student editor, the faculty adviser and the editor and/or the publisher of the local newspaper establish policy guidelines for the production of that

page. The outcome of these deliberations is important considering the mutual benefits. Yet in many instances, inexperienced advisers or shoddy management has been the ruin of a rewarding experience. Model policy guidelines can help in this situation. Such guidelines exist for student publications, yet none have been developed specifically for the student page in the local newspaper.

THE STUDY

The study that follows is a preliminary study to determine just how extensive the "school page" phenomena is in Iowa. It will be followed up by a second study to examine in much greater detail the relationship that exists between the high school journalist and the local editor and/or publisher. Once that relationship has been studied, a set of guidelines for schools and publisher to use each year when establishing their working relationship will be developed.

In addition to determining how many schools publish in the local paper, this preliminary survey resulted in sufficient data to create a profile of high school newspapers and school pages in the state of Iowa. Before the study methodology and findings are discussed, background material on the current "state of the state" of Iowa is warranted.

"All Eyes on Iowa"

On February 8, of this election year, "All eyes focused on the Iowa caucuses" according to the Des Moines *Register*. The image that they saw--a farm state with good, honest, happy people and a depressed economy--was only partially realistic. Iowa is an agricultural state populated by 2.9 million people. Approximately 60 percent of those people do not live on farms! They live in "urban" areas, which the federal government says are "places of 2,500 or more inhabitants incorporated as cities, villages, boroughs and towns." The latest figures available are from the 1980 census when almost three quarters of Iowa's 983 cities and towns had fewer than 1,000 inhabitants.

Table 1: Iowa Cities and Towns by Population

Number	*Population*	*Percent*
700	fewer than 1000	71
130	1,000-2,000	13
86	2,000-5,000	9
37	5,000-10,000	4
10	10,000-20,000	1
12	20,000-50,000	1
8	more than 50,000	1

Source: U.S. Census Bureau. (1980).

If Iowa's population is almost 3 million people and 60 percent of them live in urban areas, that means that the remaining 1.2 million are spread out in approximately 850 small towns or live on farms where the weekly newspaper is the primary source of local information since economics dictate that television and radio stations and daily newspapers are concentrated in the larger cities.

Iowans are 97.4 percent white, 5 percent Hispanic.and 1.4 percent black. They are not all involved in farming or agribusiness. Employment is distributed almost equally in the four areas of trade, service, manufacturing and government. In order of economic significance, the top eight products manufactured are farm machinery, tires, electronic products, office furniture, chemicals, fertilizers and automobile accessories.

Although farmers have not fared well economically in the last decade, Iowa had an unemployment rate of 7 percent and a per capita income of $13,222. The

national unemployment figure, for the same year, matched Iowa's at 7 percent, but Iowa per capita income lagged behind the national figure of $13,850 by $600.

As noted earlier, the state's population is split 60-40, urban and rural. With 70 percent of the towns in Iowa with fewer than 1,000 inhabitants, that leaves 283 communities with populations of greater than 1,000. It is interesting to note that 317 professional newspapers are published in Iowa. Of these 37 publish daily, 265 publish weekly, and 15 publish either tri-weekly, semi-weekly or monthly. When compared to city population figures, it is noteworthy that 37 daily papers are published, but only 30 cities have a population greater than 10,000.

Circulation figures also follow the "less is more" pattern established by community populations. Papers with small circulation (less than 2,000) are in the majority.

Table 2: Circulation Figures for Iowa Newspapers
(Includes Periodicals)

Average circulation/issue	*Percentage*
Fewer than 2,000	32
2,000-4,000	22
4,000-6,000	12
6,000-10,000	10
10,000-20,000	10
Greater than 20,000	11

Source: *Gale Directory of Publications*: 119 Edition, (1987). Michigan: Gale Research Co.

Eighty-five percent of Iowans read the paper every day according to an Iowa Newspaper Readership study conducted in 1986. One hundred percent said that they read or looked at a newspaper in the past week. News about events in their hometowns had the highest readership. Local sports news is read by about half of those surveyed. The table that follows is from that study. The two areas mentioned, local news and sports, were singled out because there is no "school news" category in the survey. Local news and sports are the two categories closest to the content of a "school page."

Table 3: How often do you read the following types of content?

RESPONSE (N=510)	*Usually*	*Sometimes*	*Seldom*	*Never*
News about events in other countries	49.4	26.9	15.7	8.0
News about events in other states	54.7	28.6	11.2	5.5
News about events in your hometown	**86.1**	**9.8**	**3.3**	**.8**
News about state government	54.3	30.0	10.2	5.5
National sports news	37.5	15.3	15.9	31.4
Local sports news	**50.8**	**17.1**	**11.8**	**20.4**
Police and court news	49.4	24.1	15.3	11.2
Legal and public notices	27.8	25.1	22.9	24.1
Editorials	43.3	33.7	13.5	9.4
Society or lifestyle news	30.0	27.6	20.6	21.8
Church news	30.6	28.4	18.4	22.5
TV section/TV listings	51.6	21.2	10.2	17.1
Special sections like Christmas gift guide	37.3	23.9	15.3	23.5

Source: Iowa Newspaper Association readership of Newspaper Content (1986), Oklahoma City: Consumer Data Service

With these data about the residents of Iowa, their newspapers and their reader preferences in mind, it follows next to look at Iowa high schools. Of the 501 high schools in the state, 37 are private or parochial and the rest are public. Again, small is the norm. Forty-three percent of the high schools (grades 10-12) have fewer than 100 students. If a cut off figure of 600 is set, virtually 90 percent of the schools fall into that category.

Table 4: High School Enrollment: 1987/88 School Year
(Public schools only)

Students	*number/schools*	*Percentage*
Fewer than 200	193	42
200-399	162	36
400-599	41	9
600-799	13	3
800-999	8	2
1,000-1,199	8	2
1,200-1,399	10	2
1,400-1,599	5	1
1,600-1,799	7	1
1,800-2,000	4	1

Source: Unpublished data from the Iowa Department of Education

The Questions

To collect descriptive data about student newspapers published in Iowa high schools 10 general questions were asked. (The questions are paraphrased here, for an exact copy of the survey, see the appendix.)

1. Is your school urban, suburban or rural?

2. How many grades does your school have?
3. What is your school enrollment?
4. Is your school public or private?
5. Does your school publish a student newspaper?
6. How frequently do you publish your newspaper?
7. What size is the sheet of paper on which you print?
8. What is the number of pages of an average issue?
9. How is your newspaper distributed to its readers?
10. What is your circulation for each issue?

The Procedures

Five-hundred and one (501) secondary education institutions were mailed two questionnaires, one going to the publications adviser and one to the principal of the institution, on November 18, 1987. This number is the entire population of secondary schools in Iowa. The questionnaire was to be completed and sent back to The University of Iowa by December 18, 1987, in an enclosed self-addressed stamped enveloped.

Duplicates or questionnaires completed by both the publications adviser and the principal were compared. In most cases, both contained the same data. In the few cases where they did not, the most complete survey was coded and entered as data. Three-hundred and seventeen (317) completed questionnaires (representing as many schools) were entered.

The fact that five-hundred and one (501) completed questionnaires were not received would make this study non-scientific. This study lacks the information that

would have been obtained if all had responded. As it turns out, the analysis done in this study comes from a sample . It is most likely that those who did not respond to the questionnaire either did not have a publication, did not have all of the information requested in the questionnaire, or simply forgot to respond.

In order to reduce sample error, information on some of the institutions concerning their publication methods was gathered, coded, and entered as data. Thirty-seven schools that are members of one of the organizations sponsoring this research project, the Iowa High School Press Association (IHSPA), did not complete surveys. Since information is available on member schools from forms completed each year when a school applies for IHSPA membership, surveys were completed for those schools and entered as data. This increased the sample from 317 schools to 354.

Furthermore, given the fact that this study has received responses from over sixty-three percent of the population significantly reduces sample error. In other words, this sample is, for all intents and purposes, scientific. With the data received, observations can be made about the entire population of secondary schools in Iowa from the sample with confidence.

Entering the data from the questionnaires into the computer was relatively simple. Each question asked on the questionnaire becomes a variable (e.g. town size, the grades in the institution, the enrollment, and so on, become variables). The respondent's answer to each question becomes the value, the number entered into the computer, of that certain variable. For example, the first question asked in the questionnaire is the size of the respondent's town. The respondent is given four choices: 1 = "urban"; 2 = "suburban"; 3 = "rural"; and 4 = "other". Let's say Senior

High of Anytown checked "3". The number "3", the value of the town size variable for Anytown, was entered into the computer. The end result of this coding is data analysis. From the sample with which this study is working, 252 or 71.6 percent answered "3" or "rural" to the town size question.

The Findings

When Iowa advisers and principals were asked what they perceived their rural or urban status to be, only one sixth of them said they were urban or suburban. The vast majority said their school was located in a rural setting (See appendix). While this conflicts with the 60-40 urban/rural split indicated in the *World Almanac*, it is consistent with the high number of small communities in Iowa and the high percentage of schools with small enrollments. There are more people in the big towns and cities, but there are more schools in the small towns.

Table 5: Responding High School Enrollment Figures

Enrollment	*Number*	*Percentage*
Fewer than 100	22	6.3
101-300	152	43.3
301-500	82	23.3
501-700	40	11.4
701-900	10	2.8
901-1,100	6	1.7
1,100-1,300	11	3.1
1,301-1,500	9	2.6
Greater than 1,500	12	3.4

N=352

Because almost half of those responding said that their high school included grades 9-12, it is safe to assume that the average Iowa high school is a 4-year school. (See appendix.)

Both the study (See appendix.) and the literature search indicate that over 90 percent of the high schools in Iowa as well as those responding to the questionnaire are public schools. The percentages of the private schools and the public schools responding were also similar, both approximately 75 percent.

Four out of five responding schools said that they printed some sort of student newspaper. Of those who did, the majority published weekly.

Table 6: Frequency of Publication

Frequency	*Number*	*Percentage*
Weekly	101	28.7
Every 2 weeks	51	14.5
Every 3 weeks	18	5.1
Monthly	68	19.3
4 times per year	8	2.3
Other	13	3.7

N=259

Of those responding, the most common size for the publication was broadsheet (approximately 17 by 22 inches). Forty-two percent were broadsheet papers compared to 20 percent 8 1/2 by 11 and 34 percent tabloid.

A similar majority was found for those papers that are published on one or two pages. Of those who responded to this question, 53 percent were printed in this manner. The next highest percentage was for two to eight pages.

Table 7: Number of Pages Printed

Pages	*Number*	*Percentage*
1-2	138	53
2-8	70	27
8-12	39	15
12-16	4	1
16-20	3	1
More than 20	5	2

N=259

Categories of circulation have been collapsed into three general categories. These represent: 1. Small circulation: small school with minimal distribution outside of school; 2. Medium circulation: small to large school with some distribution outside of school; and 3. Large circulation: small to large school with ample distribution outside of school. .

Table 8: Circulation Data

Circulation	*Number*	*Percentage*
0-400	60	25
401-2,000	105	44
More than 2,000	71	30

N=236

It appears that in Iowa, the greatest number of newspapers are published weekly and on broadsheet. To determine if there was any correspondence

between these two, a cross tabulation was done. Seventy percent of the weekly papers and half of the papers in general published every two weeks are broadsheet publications.

Table 9: The Effect of Page Size on Frequency of Publication

(Percentage of papers in each category)

Frequency published		*8 1/2x11*	*Tabloid*	*Broadsheet*	*Other*	*Total*
Weekly	(101 papers)	6	22	69	3	100
Every 2 weeks	(51 papers)	14	27	51	8	100
Every 3 weeks	(18 papers)	22	67	11	0	100
Monthly	(68 papers)	33	50	12	5	100
4 times per year	(8papers)	50	25	25	0	100
Other	(13 papers)	53	31	8	8	100

N=259

When a cross tabulation was done between schools with enrollment less than 500 students, 78 percent of those who published weekly and 76 percent of those who published every three weeks.fell into this small school enrollment category.

Table 10: The Effect of School Enrollment on Publication Frequency

(Percentage of papers in each category)

		Students Enrolled in School			
Frequency published		*0-500*	*501-1,000*	*>1,001*	*Total*
Weekly	(101 papers)	78	17	4	100
Every 2 weeks	(51 papers)	76	13	10	100
Every 3 weeks	(18 papers)	55	16	27	100
Monthly	(68 papers)	60	22	17	100
4 times per year	(8 papers)	62	12	25	100
Other	(13 papers)	76	15	8	100

N=259

Crossing the three circulation categories with the three different sizes of newspapers.reveals that broadsheet newspapers fall approximately half and half in the two larger circulation categories. Approximately one half of the tabloids fall in the medium circulation category and one third of them fall in the large circulation category. Of the 8 1/2 by 11 newspapers, 70 percent were in the small circulation category.

Table 11: The Effect of Page Size on Circulation
(Percentage of papers in each category)

Circulation	*Page Size 8 1/2x11*	*Tabloid*	*Broadsheet*
0-400	68	16	8
401-2,000	30	51	49
>2,000	2	33	43
Number of papers	*50*	*86*	*90*
N=226			

What these cross tabulations appear to show is that small schools publish weekly or every two weeks on broadsheet paper. They publish on one page and they have medium to large circulation. From these data, the profile of the average high school newspaper begins to form. It is a high school with enrollment less than 500 students that publishes weekly on broadsheet paper and has a medium to large circulation.

When asked how the paper was distributed, 199 (70 percent) of those who answered this particular question said that they distribute their paper either as a school page (on a page of the local newspaper) or as a separate publication that is inserted in the local paper One hundred fifty-four of those responding (54 percent) said that

their paper was printed on an actual page while 47 or 16 percent said that their paper was distributed by inserting it in the local paper.

All other means of distribution fall within a third category labeled "other." This includes all papers not distributed in the local paper and includes papers distributed within school, papers mailed out to subscribers or exchanged with other schools. (The page in the local papers and inserts may also be exchanged, mailed out or distributed in school in addition to distribution via the local paper.)

When a cross tabulation is done between enrollment figures and the means of distribution, the following percentages result:

Table 12: The Effect of School Enrollment on Distribution

(Percentage of papers in each category)

	School Enrollment		
Distribution:	*<500*	*501-1,000*	*>1,101*
Page in Local	82	15	3
Insert in Local	59	27	14
Other means	58	19	22

N=283

Inspection of this table tells us that over four out of five of those who produce a page in the local paper are schools that have enrollment of less than 500. Over half of the inserts are also produced in small schools. It is interesting to note that the figures for inserts parallel the figures for other papers more closely than those for pages in the local papers. Those papers that are inserted in the local paper probably have a greater number of pages because as inserts, they do not fall within the spacial constraints of the local paper. Also, inserts are produced in schools with enrollments

that are similar to the enrollments of school publications not run in the local paper. Over half of the schools are small schools, and the remainder are divided between medium range and large schools.

Circulation figures, when cross tabulated with the three categories of distribution, show the opposite effect. Inserts are closer to pages in the local paper than other newspapers in circulation figures. Inserting or printing in the local paper vastly increases circulation.

Table 13: The Effect of Distribution on Circulation

(Percentage of Papers in Each Category)

	Circulation per Issue		
Distribution:	*<400*	*401-2,000*	*>2,001*
Page in Local	10	45	45
Insert in Local	6	56	38
Other means	48	41	10

N=236

While it seems obvious that students who send their papers out with or in the local paper have high circulation, the question arises as to just how much information is being sent out. Table 11 shows that 95 percent of the "school page" papers are just that--one page. Students fill either just the front or the front and back of a single page. Very few papers print more than that. Those who insert in the local paper also print fewer pages than their counterparts who use other means of distribution. Students who insert their paper do, however, print more pages than those printing on an actual page of the paper. One possible reason why fewer pages are used may be

the frequency of publication. Local papers publish weekly. School publications are more apt to come out every two to three weeks or once a month. (See Table 15)

Table 14: The Effect of Distribution on the Number of Pages

(Percentage of Papers in Each Category)
Number of Pages per issue

Distribution:	*1-2*	*4-8*	*>8*
Page in Local	95	2	3
Insert in Local	70	15	15
Other means	12	43	45

N=258

Table 15: Frequency of Publication by "Others" Distribution Category
(Papers that are not published in or inserted in the local newspaper)

Frequency:	*Percentage*
Weekly	5
Every 2 weeks	11
Every 3 weeks	12
Monthly	53
4 times per year	7
Other	12

N=47

Since one broadsheet page is roughly the equivalent of two tabloid pages, students who publish weekly on two sides of a broadsheet page produce approximately as many column inches as those who publish weekly on four tabloid pages. As Table 15 shows, 53 percent of the newspapers not printed or inserted in the local newspaper publish monthly. Forty-three percent of them publish four to eight pages each issue and 45 percent publish more than eight pages each issue.

Table 7, however, indicates that very few schools produce more than 12 pages per issue. That means that the average output for these schools equals 9 months times 8 pages or 72 tabloid pages per year. Divide that in half for a very rough broadsheet equivalent, and the result is 36 pages per year--the same number of weeks in a school year. Students who produce a page in the local paper--usually the smaller schools with fewer students on staff--produce roughly as many column inches of copy, photos, headlines, etc. as schools that do not print their paper on a school page. If they produce two sides of the broadsheet page, they are producing twice as many pages as the average of those schools using other means of distribution.

CONCLUSIONS

If one examines the data, one can begin to create a profile of the average Iowa high school newspaper. The high school that produces it is public, rural, small and has four grades. The paper is published weekly on one or two broadsheet pages and is circulated widely.

Table 16: The average Iowa high school :

Percentage	*Common School Characteristics*
92	public
80	rural
45	grades 9-12
43	has 101-300 students
83	publishes a student newspaper
29	publishes weekly
42	publishes on broadsheet paper
53	prints one or two pages per issue
70	distributes in the local newspaper
42	has a circulation of 1,000-5,000

Looking at two categories at once bears this out. For instance, most weekly newspapers are broadsheet and produced in schools of fewer than 500 students. On the other hand, most monthly newspapers are tabloid and also produced in schools of fewer than 500. This similarity is not remarkable, because, nine out of 10 schools in Iowa have an enrollment of less than 600 students.

Circulation for broadsheets and tabloids are similar. They are much greater than the circulation of smaller, half-tab (8 1/2 by 11) papers. When circulation

figures go substantially above the school enrollment figures, one suspects that the paper is either a page in the local paper or an insert in the local paper.

Pages in local are produced by small schools but circulated widely and have one or two pages. Inserts are also produced in small schools, but circulated widely and have a greater range of number of pages--from one to eight.

Those papers that are not inserts or pages in the local paper generally have twice to three times as many pages as pages in the local. Other papers--tabs and half tabs--produced in small schools have small circulation and are generally distributed monthly.

If so many high school newspapers in Iowa are printed as a page or insert in the local weekly newspaper, the situation must be a workable one. Students are indeed gaining "real world" journalism experience in a school environment. This appears to be the best of all possible worlds: students gain a great deal of exposure and recognition and commensurate accountability if their work circulates throughout the community on a weekly basis. It warrants further study.

If the paper receives school news and local sports information from the students and since most small papers have minimal staffs, coverage must be greatly increased by having student reporters. Working under deadline pressure far greater than when their work is published monthly, students learn that both process and product are an important part of journalism.

Student stories may be read carefully by the editor of the local paper or one of his staff. Such scrutiny could give rise to more careful proofreading and editing by students--if the editor works with the students and gives them feedback rather than just editing the stories and not explaining how or why she did it. Again, one can

conclude that the quality of the student publication should increase and the value of the learning experience as well.

Further scrutiny is necessary. One must determine if this phenomenon has general application or lessons to teach. The data accumulated thus far tells only what is but not how successful it is.

RECOMMENDATIONS

Based on the analysis of data from this study, several recommendations emerge. First, the working arrangements between student staffers and the editor and/or publisher of the local paper must be examined in several contexts. The obvious areas are editorial content, production criteria and deadlines, and financial concerns. Further study is needed to determine who does what and when.

Who determines how much space the students are to fill? Who designs the page and allocates the space within the page? How are story ideas generated and assigned? Who edits the stories for journalistic style and checks them for libel, obscenity, etc.?

What are the deadlines for copy? How is the copy to be prepared? Do the students assist with typesetting and other production aspects? Who proofs the stories? Who sets the corrections? Who writes the headlines?

Does any money exchange hands? If so,for what? Do students receive compensation for their work? Does the school pay for any portion of the production charges? If there are ads on the school page, who sells them? Who sends out bills, collects the revenue and keeps records of these transactions? Who controls how the advertising revenue is spent?

Once these questions are answered, the advantages and disadvantages of this method of publication can be determined. Analysis of those advantages will show if this method of publication of the school paper has general applications and usefulness in other situations. What we learn about the role of the publisher in working with students when the school paper is a page in the local newspaper, may be useful in determining what the role of the student is when the school administration is the

publisher. Developing strategies for students and their advisers to use and clearly delineating the publisher's role and expectations may make the difference between relatively unfettered student expression and an atmosphere of confrontation, mistrust and arbitrary censorship.

I do not want to appear to be advocating that high school students accept the recent Supreme Court Hazelwood v. Kuhlmeier decision as the final word--ever--on high school journalism. Hazelwood will probably not be the last high school censorship case to be heard before the Supreme Court. But until scholastic journalists have another decision, they must live with this one. This research project and others like it should make the interim a period where the school press continues to grow and losses are minimized. I recommend studying the page in the local paper model and all other models of students and publishers in interaction to see what "works" and what can be effectively applied to scholastic journalism in general.

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Table 1: Town Size of Responding High Schools

(As perceived by those responding)

Size	*Number*	*Percent*
Urban	44	12
Suburban	14	4
Rural	252	72
Other	37	10

N=352

Table 2: Grades in Responding Schools

Grades	*Number*	*Percent*
10-12	47	14
9-12	156	45
7-12	82	24
K-12	60	17

N=352

Table 3: Public versus Private in Schools Responding

Public/Private	*Number*	*Percent*
Public	322	92
Private (No church affiliation)	2	1
Private (Church affiliated)	27	7

N=352

IHSPA Iowa High School Press Association
Established 1921

School of Journalism and Mass Communication
The University of Iowa
Iowa City, Iowa 52242

319-335-5833

November 18, 1987

Dear Principal or Newspaper Adviser:

The enclosed questionnaire is part of a study sponsored by the Iowa High School Press Association and the Iowa Newspaper Association. Both the high school and professional press are very much interested in high school student publications. This one-page questionnaire will give us up-to-date information on every high school in the state of Iowa.

The survey is very general and should take only a few minutes to complete. We need information from all of the Iowa high schools. Even if your high school does not publish a student newspaper, please complete the questionnaire. We have enclosed a self-addressed, stamped envelope for your convenience. Please return the completed questionnaire by Friday, Dec. 18, 1987.

As the executive secretary of the Iowa High School Press Association, I applied for and received a grant from the Iowa Newspaper Association Foundation to support research on student newspapers. This project will eventually result in a set of guidelines for student newspapers to follow. As the project unfolds, we will publish several articles on the results. If you want a copy of the results, just check the appropriate blank on the bottom of the survey form.

I would greatly appreciate your cooperation. The success of this project depends on people like you taking the few minutes necessary to complete the questionnaire. Again, let me emphasize that I need your responses as soon as possible.

Thank you for your assistance.

Sincerely,

Mary Arnold
Executive Secretary

Enclosure

IOWA HIGH SCHOOL PRESS ASSOCIATION/IOWA NEWSPAPER ASSOCIATION SURVEY

(Complete this form and return it in the enclosed self-addressed, stamped envelope by *Dec. 18, 1987*)

Put a check to the left of those terms that apply.

1. Our school is:
   ___ 1. Urban
   ___ 2. Suburban
   ___ 3. Rural
   ___ 4. Other (Explain) _____

2. Grades in school:
   ___ 1. 10-12
   ___ 2. 9-12
   ___ 3. 7-12
   ___ 4. Other (Explain) _____

3. Our enrollment is:
   ___ 1. Less than 100
   ___ 2. 101-300
   ___ 3. 301-500
   ___ 4. 501-700
   ___ 5. 701-900
   ___ 6. 901-1,100
   ___ 7. 1,101-1,300
   ___ 8. 1,301-1,500
   ___10. More than 1,500

4. Our school is:
   ___ 1. Public
   ___ 2. Private (non-church related)
   ___ 3. Private, affiliated with _____ church

5. Does your school publish a student newspaper? ___ Yes ___ No

If the answer to #5 is "No," then go to #11 on back

6. How often does your paper come out?

   ___ 1. Weekly
   ___ 2. Every 2 weeks
   ___ 3. Every 3 weeks
   ___ 4. Monthly
   ___ 5. 4 times a year
   ___ 6. Other (Explain) _____

7. What size newspaper do you publish?

   ___ 1. 8 1/2 x 11 inches
   ___ 2. Tabloid (Approxiamtely 11 x 17 inches
   ___ 3. Broadsheet (Approximately 17 x 22 inches)
   ___ 4. Other (Explain) _____

8. What is the number of pages of an average issue?

   ___ 1. 1-2
   ___ 2. 2-4
   ___ 3. 4-6
   ___ 4. 5-8
   ___ 5. 8-12
   ___ 6. 13-16
   ___ 7. 17-20
   ___ 8. More than 20

9. In which of the following ways do you distribute your paper? (Check more than one if they apply)

___ 1. Distributed free in school to all students, teachers, administrators
___ 2. Sold to students, teachers, administrators
___ 3. Sold to subscribers outside of school
___ 4. Exchanged with other schools
___ 5. Sent out as a separate publication inserted in the local newspaper
Name of local newpaper _____
___ 6. Sent out on an actual page of the local newspaper
Name of local newspaper _____

10. What is your circulation for each issue?

___ 1. Less than 100 copies
___ 2. 100-200 copies
___ 3. 200-400 copies
___ 4. 400-700 copies
___ 5. 700-1,000 copies
___ 6. 1,000-2,000 copies
___ 7. 2,000-5,000 copies
___ 8. 5,000-10,000 copies
___ 9. 10,000-20,000 copies
___10. More than 20,000 copies

11. Complete and return in the self-addressed, stamped envelope by *Dec. 18, 1987*

Name of School: _____

School Address: _____

City, State, Zip: _____

School Telephone: _____

Newspaper Adviser: _____

___ Check here if you want a copy of the results of this survey sent to you.